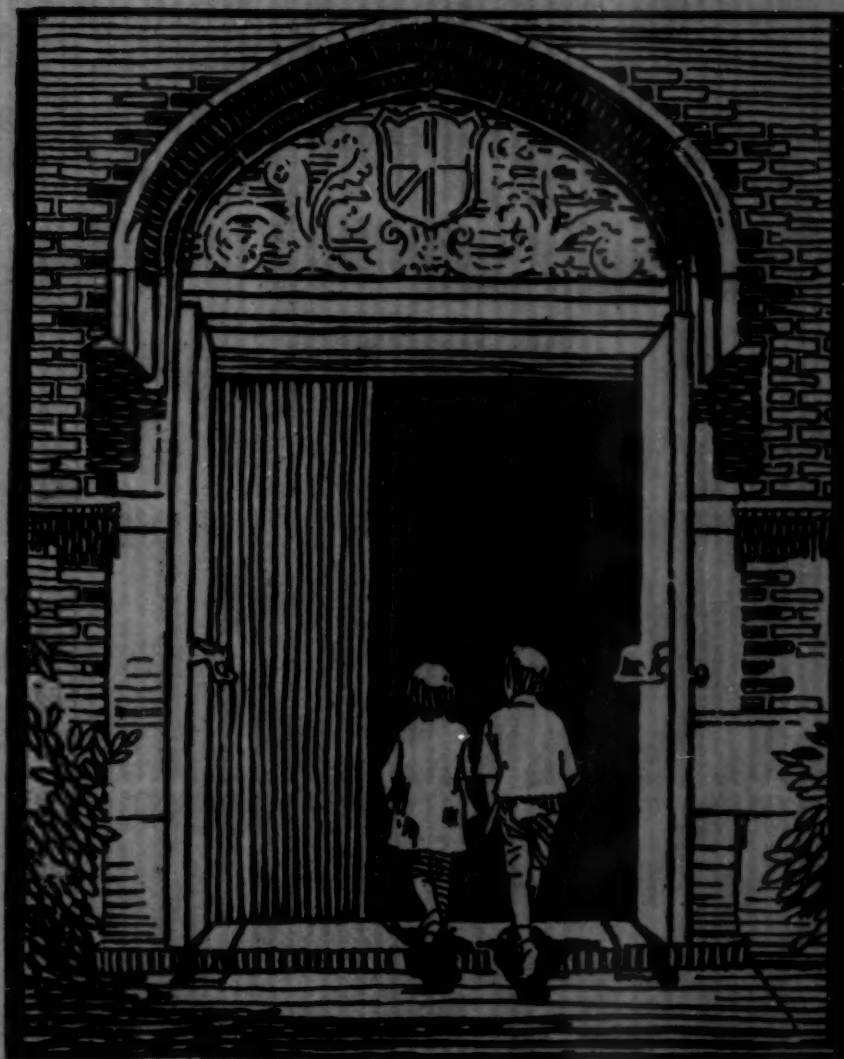


SCHOOL LIFE



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MULTIPLY BY FIFTEEN MILLION

IN THIS ISSUE



School Crisis Facts • Economy Hints • Ten New Federal Agencies • New Laws
Shorter Terms • Electrifying Education • Why the Junior High School?
How to Seek Funds for Schools • New Government Aids for Teachers

Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education,
U. S. Department of the
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SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems," and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending 50 cents to the Superintendent of Documents, Government Printing Office, Washington, D.C. To foreign countries, 85 cents a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D.C.

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OFFICE OF EDUCATION NEW PUBLICATIONS

A Review of Educational Legislation, 1931 and 1932, Bulletin, 1933, No. 2, Chapter 7 of the Biennial Survey of Education in the United States, 1930-32.....	5 cents
The Art of Teaching By Radio, Bulletin, 1933, No. 4.....	10 cents
High School Instruction By Mail, Bulletin, 1933, No. 13.....	10 cents
Week-day Religious Instruction, Pamphlet No. 36.....	5 cents
Report on 206 Part-Time and Continuation Schools, Pamphlet No. 38.....	5 cents
Teachers' Problems with Exceptional Children, Part 2, Gifted Children, Pamphlet No. 41.....	5 cents
Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers, Bulletin 1933 No. 5.....	10 cents
National and State Cooperative High-School Testing Programs, Bulletin 1933, No. 9.....	5 cents
The Education of Spanish-Speaking Children—in 5 Southwestern States, Bulletin 1933 No. 11.....	10 cents

FREE

(Single copies only)

Legislative Action in 1933 Affecting Education, Circular No. 89.
Legislative Action in 1933 Affecting Education, Circular No. 109.
Educational Activities for the Young Child in the Home, Circular No. 86.
Kindergartens in Public Schools of Cities Having 2,500 Population or More as of June
1932, Circular No. 88.
University and College Courses in Radio, Circular No. 53.

(See inside back cover for additional free circulars)

OFFICE OF EDUCATION
United States Department of the Interior

Greeting

FRIENDS OF EDUCATION:

I GREET YOU at the opening of a school year of unexampled significance.

Nineteen thirty-three is already one of the great years in American history. This year our Nation is embarking on an adventure. This year we are giving our heart and hand, our wealth and our joint strength to defeat the depression. This year we have sworn to work together for the American dream of the good life for all.

Tremendous events are moving swiftly—too swiftly to be understood fully. But important facts are becoming clear. Education and industry can now work together toward a common objective. Industry, like education, has been pledged to the “creation and maintenance of the highest practicable standard of living.” That has been the ideal of our profession, of our churches, and of Government. Now it is the ideal of business. By organization we are resolved to make that ideal a reality.

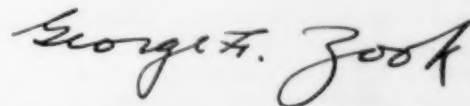
Already educators have demonstrated their ability and willingness to deal with the stern facts of the depression. They have brought their expenditures within their income and reorganized school and college

units to eliminate waste. Their efforts along this line easily compare with any similar effort in government or business.

Now with tightened belts and renewed determination we face the future. It is a great challenge. Wisely and yet speedily we must discern the conditions of personal and social life as best we can and set out in school and college to prepare boys and girls, young men and young women, yes even adults, to live in the new world.

To accomplish our purposes we shall need buildings and equipment. But more than these we shall need intelligent administrators and zealous teachers. The people want and are entitled to effectiveness, devotion, and vision in all forms of public service including the schools.

In this adventure of faith the Office of Education will do anything it can to help you. If we all work together the sun will soon shine again, brighter than ever.



U.S. Commissioner of Education.

Economy Hints

THIS PAST YEAR has been a critical one for schools of all types and in all parts of the country.

School officials have had to act rapidly. They want information on what others are doing in similar circumstances, on how savings can be made without injuring the fundamental educational possibilities. For this purpose the staff of the Office of Education has prepared a series of circulars on possible economies in school administration. They cover a variety of topics and in each case give actual reports from the field on how these particular economies are being put into operation in school systems throughout the country. The series includes the publications listed below. Single copies can be obtained free. Larger units for educational administration, a potential economy. Timon Covert. Pamphlet, No. 45.

Economies through the elimination of very small schools. W. H. Gaumnitz. Circular, No. 117.

Economies in class and school organization. M. M. Proffitt and David Segel. Circular, No. 113.

Techniques for teaching large classes. M. M. Proffitt and David Segel. Circular, No. 114.

Announcement

SCHOOL LIFE inaugurates a new feature beginning with this issue.

The article, Ten Thumbnail Sketches of Ten New Federal Agencies, appearing on pages 10 and 11, is the first of a series directly written for teacher and classroom use. Other articles on Federal services new and old especially planned for teacher use will follow.

It will be appreciated if school superintendents and principals will announce this new service to their teachers.

Correspondence courses for high school students. W. H. Gaumnitz. Bulletin, 1933, No. 13.

Operation and maintenance of the school plant. E. M. Foster and L. B. Herlihy. Circular, No. 115.

Centralized purchasing and distribution of school supplies. Timon Covert. Circular, No. 112.

Economies through budgeting and accounting. E. M. Foster and L. B. Herlihy. Circular, No. 116.

The education of teachers and the financial crisis. Katherine M. Cook. Circular, No. 110.

Economies in higher education. F. J. Kelly and David S. Hill. New York, N.Y., Carnegie Foundation for the Advancement of Teaching.

Bibliography on education during the depression, particularly emphasizing economies. Martha McCabe. Circular, No. 118.

The Children's Code

KATHERINE M. COOK

chief of special problems division, Office of Education,
shows that the NRA ban sends 100,000
children back to school

COOPERATION is credited by the President of the United States and by the Director of the NRA with achieving the moratorium on child labor now effective in industries signing the new codes. Director Johnson adds his testimony on the restriction: "The reason why this ancient atrocity could be so easily killed, notwithstanding its tenacity of life against 25 years of attack, was intrinsic in the President's idea that employers would be glad to do much by general agreement that no single employer would dare to do separately."

The general code provision relating to child labor prohibits employment of children under 16 during school hours in practically all industrial and commercial occupations. Code signers agree: "After August 31, 1933, not to employ any person under 16 years of age, except that persons between 14 and 16 may be employed (but not in manufacturing or mechanical industries) for not to exceed 3 hours per day between 7 a.m. and 7 p.m. in such work as will not interfere with hours of day school." Various codes submitted and adopted for the different industries follow the principle and the language of the general code closely. The net result will undoubtedly be the fixing of 16 as the minimum age for wage earning for practically all children, except those working on farms and as domestic servants in private homes.

It is apparent that this unexpected development has very fundamental implications for schools and school officials. They are of both immediate and long-time significance, and adjustments in school provisions and activities will have to be made.

First, there are immediate problems concerned with adequate housing, seating, equipment, etc., for the additional enrollment which should be expected and provided for this school year. Two groups which should enroll as an immediate result of the new codes are (1) children under 16 who were employed last year and will now return to school; (2) children just

"No employer acting alone was able to wipe it [child labor] out. If one employer tried, or if one State tried it, the costs of operation rose so high that it was impossible to compete with the employers or States which had failed to act. The moment the recovery act was passed, this monstrous thing, which neither opinion nor law could reach through years of effort, went out in a flash."

FRANKLIN D. ROOSEVELT.

reaching or who have recently reached an age at which they become eligible for employment and who would normally seek work. Exact data as to the number of children in these groups are not available. There are, however, at least two means of making reasonably intelligent estimates: The census data concerning child laborers in 1930, and reports received at the Children's Bureau on the number of employment certificates issued in the States.

The census of 1930 reports 197,621 children under 16 employed in nonagricultural occupations during that year. Child labor has been decreasing rapidly for more than a decade. The number of

children gainfully employed decreased slightly over 37 percent from 1920 to 1930. Undoubtedly then by 1932 there was a considerable additional decrease. This expected decrease was doubtless considerably augmented by the unemployment situation prevailing in 1932 as compared with 1930, affecting both children and adult laborers. That this was significant is indicated by a falling off of 50 percent in the number of employment certificates reported to the Children's Bureau.

However, the decrease in number of child laborers was not uniform nor universal. In some sections and in some occupations there was a definite increase. Owing at least in part to depression influences, there was a shift from older to younger employees in certain occupations. The needle trades offer an example. Considering these various factors in the situation, and using the 197,621 child laborers in nonagricultural occupations in 1930 as a rough basis of estimate, we may reasonably conclude that the schools should expect an increase of approximately 100,000 children enrolling this month and next as a result of the industrial codes.

One hundred thousand more students may seem a small number for schools to take care of, since it will be scattered among the large industrial sections, chiefly among cities. It must be remembered however, that schools have been subjected,

(Turn to page 18)

SHIFT of opinion on children in industry has brightened the possibilities for passage of the Child Labor Amendment to the Constitution. Recent legislation brings the total number of States approving the amendment to 15:

Arizona	New Jersey
Arkansas	North Dakota
California	Ohio
Colorado	Oklahoma
Illinois	Oregon
Michigan	Washington
Montana	Wisconsin
New Hampshire	



Nursery EDUCATIONWISE



Some Interesting Arguments

IF NURSERY EDUCATION is challenged in your community, what reasons can you give to justify this type of training for pre-kindergarten boys and girls?

Parents acquainted with advantages of nursery school attendance for their sons and daughters submitted actual arguments in favor of nursery schools to a class in Broadoaks School of Education, Whittier College, Whittier, Calif. Dorothy W. Baruch, class instructor, compiled the parents' comments and cleverly illustrated actual difficulties which nursery school training helped to overcome.

This is what the parents said:

Association with other children his age in the nursery school corrected Dodson's shyness.

It taught Tom how to talk.

John learned how to amuse himself in the absence of his mother.



Jimmy, a bad boy, turned out to be a pretty good sort of chap after all.

Mary Jane has forgotten to suck her thumb since nursery school days.



That new baby at Jimmy's home made it almost necessary that he should have a place of his own in a world of his own kind. To nursery school he went.

Fred eats much better than he did before.

Money for Joe's food had to be earned, so while Joe's mother works, Joe spends his time "suitably" and "profitably" in nursery school.

Many other reasons children are sent to nursery schools were supplied. Some of them are: For expert advice expensive to duplicate; for health attention; for well-guided first contacts; for an environment designed especially for the young child; for playthings to develop strong bodies; for an introduction to art, literature, and music; for careful observation and study.



Roger's long unsupervised companionship periods are now supervised in the nursery school.

Robert, an only child, is relieved of his loneliness by his school companionships.



Bruce needed association with a group of children more nearly his age.

Bill's mother has learned a great deal herself from the nursery school type of training.

Horace had difficulty in mixing with other children. The nursery school remedied the situation.

SUPERVISORS AID

The Fourth Yearbook of the Dayton Ohio Principals and Supervisors Association, just off the press, has much to interest educators. Advantages, disadvantages, and recommendations are listed under subjects such as departmentalization, organization with administrative and instructional units, organization for individualization, organization of the curriculum on an activity basis, management of personnel, and administration of supervision.

Public Works

ALICE BARROWS

Office of Education school building specialist shows how schools can share in \$3,300,000,000 program

THE Federal Emergency Administration of Public Works, organized under title II of the National Recovery Act,¹ is of significance to public education for these reasons: First, because under the act loans and grants are available for public school buildings, and buildings for State universities and colleges, under conditions which will be explained in this article. Second, because the increase in employment resulting from the expenditure of \$3,300,000,000 should have a direct effect upon purchasing power which, in turn, should be reflected in improved economic conditions with, it is to be hoped, better financial conditions for the school. Third, because the emphasis by the Federal Emergency Administration upon long-range planning in the development of any project is likely to have a decided influence in arousing the interest of school superintendents in the application of the principles of long-range planning to school buildings as part of a total community plan.

Purpose of Program

The purposes of the Public Works program as given in Circular No. 1, The Purposes, Policies, Functioning, and Organization of the Emergency Administration, are as follows:

"The National Recovery Act provides that the Administrator, under the direction of the President, shall prepare a 'comprehensive program of public works.' The comprehensive program is to be related to the reconstruction legislation of which the Recovery Act is a part. The purpose underlying the entire scheme is, as stated in the declaration of policy of the Recovery Act, 'to increase the consumption of industrial and agricultural products by increasing purchasing power, to reduce and relieve unemployment, to improve standards of labor, and otherwise to rehabilitate industry and to conserve natural resources.'

"The formulation of a comprehensive plan of public works thus requires consideration of the functioning of the national economy as a whole. * * * The formulation of the immediate com-

prehensive plan (which is necessary to provide employment quickly) involves the formulation of a long-range national plan to follow and be consistent with the immediate plan. To that end, the President has directed the creation of a long-range planning board.

"Obviously the purpose of the act to provide employment quickly cannot await the complete formulation of the comprehensive program. But it is possible to select projects which will be consistent with such program when formulated."

Eligibility Tests

The tests for eligibility of projects submitted to the Emergency Administration are:

"1. The relation of the particular project to coordinated planning and its social desirability.

"2. Economic desirability of the project, i.e. its relation to unemployment and revival of industry.

"3. The soundness of the project from an engineering and technical standpoint.

"4. The financial ability of the applicant to complete the work and to reasonably secure any loans made by the United States.

"5. The legal enforceability of the securities to be purchased by the United States or of any lease to be entered into between the applicant and the United States.

"*Preferences.*—Projects integrated with and consistent with a State plan are to be preferred to the isolated or inconsistent. Projects which can be started promptly are to be preferred to those requiring delay. Projects near centers of unemployment are to be preferred.

"The President is empowered to make grants to States, municipalities, or other public bodies, for the construction, repair, or improvement of any project approved by him, not in excess of 30 percent of the cost of the labor and materials employed upon such project. The terms are to be such as the President shall prescribe.

"A project of a public body approved by the Administrator will be financed on the basis of either (a) purchase of the

bonds or other obligations of the public body issued to finance the projects, or (b) lease, in that event the United States acquiring and holding title to the property until paid for its outlay (less the grant if made) through rental or payment of purchase price."

Organization

The Emergency Administration has been organized in the following manner:

Special Board of Public Works.—The President has appointed a Special Board for Public Works consisting of the Secretary of the Interior, chairman; the Attorney General, the Secretaries of War, Agriculture, Commerce, and Labor; the Director of the Budget, Henry M. Waite (Deputy Administrator), and Assistant Secretary of the Treasury Roberts.

The *Federal Administrator* is the Secretary of the Interior, Harold L. Ickes.

There is a *Planning Board* which consists of Frederick A. Delano, chairman; Charles W. Eliot, II, secretary; Wesley C. Mitchell; and Charles E. Merriam. The *functions* of the Planning Board are "to advise and assist the Administrator in the preparation of the 'Comprehensive program of public works' required by the Recovery Act, through the preparation, development, and maintenance of comprehensive and coordinated plans for regional areas in cooperation with national, regional, State, and local agencies, based upon surveys and research * * * and analysis of projects for coordination in location and sequence in order to prevent duplication or wasteful overlaps. * * *"

Regional Advisors.—There are 10 Regional Advisors whose functions are "to assist the Planning Board to formulate a plan for each region. * * * To stimulate by publicity and otherwise so far as may be within its power public interest in regional and general planning. * * * To obtain from the State Advisory Board of each region lists of projects under consideration by them and a copy of their recommendations and rejections."

State Advisory Boards.—There are 48 State Advisory Boards, with 3 members on each board. The *functions* of the State Advisory Boards are "to stimulate

¹ Public—No. 67—73d Congress.

the submission of projects, to inform the public of the classes of projects eligible for the benefits of the act, to elicit from applicants the supporting data (social, engineering, legal, and financial) necessary for the consideration of the project, to consider the project from the standpoint of local coordinated planning, social and economic desirability, provision of employment, diversification of employment, engineering soundness, and otherwise in accordance with the policies set out in article II (of the Recovery Act), promptly to submit to the Administrator with its recommendation all projects considered."

State Engineers (P.W.A.).—The Federal Administrator appoints a State engineer for each State Advisory Board. "The engineer will be appointed and directed by the Administrator and responsible to him. The engineer will be the executive officer of the Board, will organize its office, and employ and direct its personnel, receive, record, and examine all applications and report to the Board on each. * * *

"When an application (in four counterparts) is received and recorded the engineer will examine it to ascertain whether it includes all necessary engineering, financial, legal, and other information, and will elicit from the applicant further information if needed. When all needed information has been supplied the application will be listed for final examination. * * * Upon completion of the examination the engineer will submit the application to the Board, and the Board to the Administrator with its recommendation."

Services

The Office of Education, with the approval of the Emergency Administration of Public Works, is rendering service to school authorities and to the Emergency Administration in the following ways: (1) By informing school superintendents of the policies, purposes, and methods of the Public Works Program. (2) By making a study, on a national scale and with a long-range view, of school building needs of the different States. (3) By aiding the regional advisors of the Emergency Administration to get in contact with the regional councils of the National Advisory Council on School Building Problems and others interested in making regional studies of school building needs. The State Advisory Boards and State Engineers of the Public Works Administration are as follows:

Alabama: Milton H. Fies, Birmingham; Mayer W. Aldridge, Montgomery; Fred Thompson, Mobile; S.E. (P.W.A.) George J. Davis, Montgomery.

Arizona: William Walter Lane, Phoenix; Leslie G. Hardy, Tucson; Moses B. Hazeltine, Prescott; S.E. (P.W.A.) Howard S. Reed, Phoenix.

Arkansas: C. E. Horner, Helena; Haley M. Bennett, Little Rock; John S. Parks, Fort Smith; S.E. (P.W.A.) Alexander Allaire, Little Rock.

California: Hamilton H. Cotton, San Clemente; Franck Havenner, San Francisco; E. F. Scattergood, Los Angeles; S.E. (P.W.A.) Frank E. Trask, Los Angeles.

Colorado: Thomas A. Duke, Pueblo; Daniel C. Burns, Denver; Miss Josephine Roche, Denver; S.E. (P.W.A.) George M. Bull, Denver.

Connecticut: John J. Pelley, New Haven; Archibald McNeil, Bridgeport; Harvey L. Thompson, Middletown; S.E. (P.W.A.) Leslie A. Hoffman, Bridgeport.

Delaware: L. Lee Layton, Jr., Dover; Will P. Truit, Milford; William Speakman, Wilmington; S.E. (P.W.A.) Charles H. Fleming, Dover.

Florida: C. B. Treadway, Tallahassee; W. H. Burwell, Miami; T. L. Buckner, Jacksonville; S.E. (P.W.A.) James E. Cotton, Tallahassee.

Georgia: Thomas J. Hamilton, Augusta; Arthur Lucas, Atlanta; Ryburn Clay, Atlanta; S.E. (P.W.A.) J. Houston Johnston, Atlanta.

Idaho: Beecher Hitchcock, Sandpoint; Frank E. Johnnes, Boise; Edward C. Rich, Boise; S.E. (P.W.A.) Ivan C. Crawford, Boise.

Illinois: Carter H. Harrison, Chicago; James L. Houghteling, Chicago; James H. Andrews, Kewanee; S.E. (P.W.A.) Joshua D. Esposito, U.S. Court House, Chicago.

Indiana: Lewis G. Ellingham, Fort Wayne; Otto W. Deluse, Indianapolis; John N. Dyer, Vincennes; S.E. (P.W.A.) Albert H. Hinkle, Indianapolis.

Iowa: Harold M. Cooper, Marshalltown; W. F. Riley, Des Moines; W. P. Adler, Davenport; S.E. (P.W.A.) P. Frank Hopkins, Des Moines.

Kansas: R. J. Paulette, Salina; Martin Miller, Fort Scott; Ralph Snyder, Manhattan; S.E. (P.W.A.) Robert J. Paulette, Topeka.

Kentucky: Wylie B. Bryan, Louisville; N. St. G. T. Carmichael, Kyrock; James C. Stone, Louisville; S.E. (P.W.A.) Robert V. L. Wright, Louisville.

Louisiana: James E. Smitherman, Shreveport; Edward Rightor, New Orleans; James W. Thomson, New Orleans; Walter J. Burke, New Iberia; S.E. (P.W.A.) Orloff Henry, New Orleans.

Maine: James M. Shea, Bar Harbor; John Clark Scates, Westbrook; William M. Ingraham, Portland; S.E. (P.W.A.) George M. Williamson, Portland.

Maryland: J. Vincent Jamison, Hagerstown; W. C. Stettinius, Baltimore; Charles E. Bryan, Havre de Grace; S.E. (P.W.A.) Abel Wolman, Baltimore.

Massachusetts: John J. Prindaville, Framingham; Alvin T. Fuller, Boston; James P. Doran, New Bedford; S.E. (P.W.A.) George R. Gow, Boston.

Michigan: Murray D. Van Wagoner, Pontiac; Frank H. Alfred, Detroit; Leo J. Nowicki, Detroit; S.E. (P.W.A.) Mortimer E. Cooley, Detroit.

Minnesota: John F. D. Meighen, Albert Lea; Fred Schilplin, St. Cloud; William N. Ellsberg, Minneapolis; S.E. (P.W.A.) William N. Carey, St. Paul.

Mississippi: Hugh L. White, Columbia; Horace Stansell, Ruleville; Birney Imes, Columbus; S.E. (P.W.A.) George H. Wells, Jackson.

Missouri: William Hirth, Columbia; Harry Scullin, St. Louis; Henry S. Caulfield, St. Louis; S.E. (P.W.A.) Hugh Miller, St. Louis.

Montana: James E. Murray, Butte; Raymond M. Hart, Billings; Peter Peterson, Glasgow; S.E. (P.W.A.) Donald A. McKinnon, Helena.

Nebraska: John Latenser, Jr., Omaha; James E. Lawrence, Lincoln; Dan V. Stevens, Fremont; S.E. (P.W.A.) Albert C. Arend, Omaha.

Nevada: Robert A. Allen, Carson City; William Settlemyer, Elko; Ed. W. Clark, Las Vegas; S.E. (P.W.A.) Richard A. Hart, Salt Lake City, Utah.

New Hampshire: Harold Lockwood, Dartmouth College; Robert C. Murchie, Concord; John E. Sullivan, Somersworth; S.E. (P.W.A.) Harold J. Lockwood, Concord.

New Jersey: Edward J. Duffy, Teaneck; William E. White, Red Bank; Walter Kidde, Montclair; S.E. (P.W.A.) Cornelius C. Vermerde, Jr., Newark.

New Mexico: J. D. Atwood, Roswell; Henry G. Coors, Albuquerque; Miguel A. Otero, Sr., Santa Fe; S.E. (P.W.A.) Howard S. Reed, Phoenix, Ariz.

New York: Peter G. Ten Eyck, Albany; John T. Dillon, Buffalo; Paul M. Mazur, New York City; S.E. (P.W.A.) Arthur S. Tuttle, Albany.

North Carolina: Dr. Herman G. Baitly, Chapel Hill; John Devane, Fayetteville; Frank Page, Raleigh; S.E. (P.W.A.) Herman G. Baitly, University of North Carolina, Chapel Hill.

North Dakota: Henry Holt, Grand Forks; Stephen J. Doyle, Fargo; Thomas Moodie, Williston; S.E. (P.W.A.) Harold C. Knudsen, Devils Lake.

(Turn to p. 16.)

How to Seek Funds For Schools

ALL APPLICATIONS for loans should be sent to the State Engineer (P.W.A.) of the State Advisory Boards of the State in which the project is located, and should contain the information called for in Circular No. 2, "Information Required With Applications for Loans to States, Counties, Municipalities, and Other Public Bodies." All applications should be sent in four counterparts as explained in the preceding paragraph. Additional circulars can be obtained from the State Advisory Boards or the Office of Education.

It should be clearly understood by those applying for loans that requests for loans for any form of public works will necessarily have to be considered in relation to other forms of public works in the same district; the relative need of that district against another's for immediate em-

ployment; and the promptness with which it will be possible to start on one or another of such projects. All these points have to be considered in any application for loans and therefore even though there may be great need for school buildings, or other type of public works, in a certain district, the applications for loans for such projects may not be granted if the need for some other project is greater.

Also, loans for school buildings will not be granted except on the basis of need. Therefore, it is important that school authorities who apply for loans for school buildings should first make a careful study of the school building needs of their respective cities—present congestion, number of pupils on part-time and in portables, increase in school enrollment, and estimated increase over a 5-year period, etc.—before submitting their requests for loans.

WHY the Junior High School



By EDWIN S. LIDE

THE RECENT DECISION of the Chicago Board of Education to abolish the junior high school plan of organization raises the question again of the relative effectiveness of the junior high school as against the traditional organization.

According to the National Survey of Secondary Education just completed by the Federal Office of Education, three types of investigations contributed evidence of the superiority of the junior high school over traditional types of grade organization:

First: Programs of studies for grades 7, 8, and 9 under the junior high school plan are in many respects superior to programs for the same grades under traditional plans.¹

Second: Late junior high school programs are better adapted to present-day conditions than were early junior high school programs.

Third: Objectives, methods, and materials of instruction in major subject fields such as mathematics are much better adapted to the immediate needs of junior than of senior high school pupils.²

These conclusions result from data from schools in more than 250 cities.

The first conclusion, that junior high school programs are superior to those offered under traditional organizations, is established by data from three separate investigations: A comparison of programs of studies in use in 36 cities before and after reorganization; of programs in 23 cities having both junior high school and traditional types of organization; of programs in 30 reorganized schools with those in 16 unreorganized schools.

In these three investigations, the junior high school shows superiority in the realization of seven peculiar functions as follows:

(1) *Recognition of the needs of individual pupils*, through (a) a smaller percentage of college preparatory; a greater percentage of general curriculums; (b) a 20 percent increase in the length of the classroom period, offering greater opportunities for supervised study; (c) contact with a greater number of subject fields, especially social studies, physical education, fine arts, and industrial arts.

(2) *Provisions for prevocational training, exploration, and guidance*, through greater inclusion for the junior high school of: (a) Courses giving a survey of occupations, junior business training, and general language; (b) general courses in the academic fields of English, social studies, mathematics, and science, which orient the pupil with respect to the work of higher grades; (c) courses in industrial arts and commerce; (d) provisions for guidance.

Notice

NATIONAL Survey of Secondary Education Monographs No. 5, The Reorganization of Secondary Education (price 40 cents), and No. 19, The Program of Studies (price 15 cents), deal very definitely with junior high school education. Nearly all other monographs of the secondary survey deal with some phase of junior high school organization or teaching, since the junior high school is such an important factor in our American secondary education.



(3) *Provisions for social responsibility*, through greater inclusion of: (a) Activities such as clubs, assembly, home room, etc.; (b) courses in citizenship and in other social studies; (c) courses calculated to further leisure-time interests, such as appreciation in music and art.

(4) *Provisions for the retention of pupils*, through greater inclusion of courses caring for the immediate needs of pupils such as library, journalism, public speaking, dramatics, economic and community civics, world history, general mathematics, general science, physical education, courses in commerce, fine arts, and industrial arts, etc. These enriched materials supplement or eliminate more formal courses such as grammar, spelling, ancient history, algebra, and the like.

(5) *Provisions for the needs of the early adolescent* by increasing physical and social activities.

(6) *Provision for the more gradual transition between traditional elementary- and high-school grades*, through greater inclusion of: (a) Orientation in grades 7 and 8 of the work of the higher grades; (b) guidance in making electives.

(7) *Provision for the economy of pupils' time*, through: (a) Correlation of separate courses into a general one; (b) addition of new materials and the elimination of those holding a place merely through tradition.

The second conclusion, that late junior high school programs are better adapted to present-day conditions than were the early ones is established by data from two investigations: A comparison of programs in use in 60 schools dated 1915-20, with programs in use in the same schools for the period 1929-31, and a comparison of data from 14 schools included in the Commonwealth Fund Study made by Glass in

¹ U.S. Office of Education Bulletin, 1932, no. 17, Monograph No. 19.

² U.S. Office of Education Bulletin, 1932, no. 17, Monograph No. 23.

School Crisis Facts

TIMON COVERT

specialist in school finance of the Office of Education points to trends since 1931 and prospects for 1934

ON JULY 3, 1933, the Office of Education asked State superintendents for information concerning the public school situation last winter, as compared to the year before, and the prospect for the 1933-34 school year. Thirty-three superintendents, including the superintendent of the District of Columbia public schools, replied.

A number of replies stated that the information requested for the school year 1932-33 was not available at the time of reporting, but we had asked for estimates in case the exact data were not at hand. A few answers for the year 1932-33 and several for 1933-34 are based on approximations. The following tabulation summarizes the information collected. These summaries will be analyzed by States in mimeograph Circular No. 119, which will be supplied free upon request to the Office of Education.

I. The effects of insufficient school funds in 1932-33 on length of school terms and children: School terms (in at least some districts) shortened:	
No change.....	9
Not known.....	5
Somewhat, but less than a month.....	3
One month or more.....	16
Number of children involved:	
None.....	9
Not known.....	9
From a few to one fourth.....	12
From one fourth to one half.....	2
Practically all.....	1
II. Prospects for opening of school and length of term in 1933-34:	
Schools are expected to open:	
On time.....	24
Late.....	3
Time not known.....	1
No report.....	5
Length of term:	
No change.....	5
Some will be shortened 1 month or more ¹	8
Some will be shortened amount not specified.....	7
Uncertain.....	4
No report.....	9
III. The amount of State aids:	
For the school year 1932-33 as compared to those for 1931-32:	
No change.....	14
Increased.....	4
Decreased.....	13
No report.....	2
Change between 1932-33 and (in some cases estimated) 1933-34:	
No change.....	7
Increased.....	7
Decreased.....	18
No report.....	1

¹ Includes replies from five States reporting that several terms probably will be shortened from a 9-month to an 8-month term which is the minimum required.

IV. Current expenditures: ²	
For the school year 1932-33 as compared to 1931-32:	
No change.....	1
Increase.....	0
Less than 10 percent decrease.....	6
Ten to twenty percent decrease.....	7
More than 20 percent decrease.....	6
Data not available.....	10
Change between 1932-33 and (estimated or proposed) for 1933-34:	
No change.....	5
Increase.....	0
Less than 10 percent decrease.....	3
Ten, or more, percent decrease.....	8
Decrease, but percent not estimated.....	5
Data not available.....	9
V. Appropriation for the State department of education:	
For the school year 1933-34 as compared to 1932-33:	
No change.....	4
Increase.....	0
Decrease, but percent not stated.....	4
Decrease less than 5 percent.....	1
Decrease 5 percent or more.....	13
Not reported or not segregated.....	9

VI. Number of teachers employed:	
For the school year 1932-33 as compared to 1931-32:	
No appreciable change.....	4
Increase.....	4
Decrease.....	20
No data.....	4
No report.....	1
For the school year 1933-34 as compared to 1932-33:	
No appreciable change.....	5
Increase.....	1
Decrease.....	15
No data.....	5
No report.....	4

VII. Number of unemployed teachers:	
Persons legally qualified to teach without teaching positions (estimated):	
Not more than 500.....	5
From 500 to 2,000.....	3
From 2,000 to 5,000.....	3
More than 5,000.....	9
Exact number unknown, but there are many.....	4
Number unknown, or no report.....	9

VIII. Teachers' salaries:	
Change in 1932-33 from 1931-32:	
Increased.....	0
No change.....	1
Decreased not more than 10 percent.....	10
Decreased more than 10 percent.....	15
Decreased, but percent not estimated.....	5
No data.....	2
Change, in prospect, for 1933-34 from 1932-33:	
Increase.....	0
No change.....	4
Decrease not to exceed 10 percent.....	6
Decrease exceeding 10 percent.....	7
Decrease, but percent not estimated.....	10
No data.....	6

² Answers from three States are not included because the replies failed to state whether the percentages given are decreases or increases or they failed to give the year.

VIII. Teachers' salaries—Continued.	
Method of payment:	
Loss to teachers due to lack of funds for prompt payment of salaries.....	15
Teachers paid promptly without serious loss.....	16
No data.....	2
IX. Legislation affecting teachers' salaries: ³	
Changes between 1931-32 and 1932-33:	
No changes.....	20
State salary schedules reduced inversely according to the salary level.....	2
Flat reduction in salary schedules.....	1
Minimum salary rate reduced.....	1
Recent changes which will apply to 1933-34:	
No changes.....	21
State salary schedules reduced inversely according to the salary level.....	3
Flat reduction in salary schedules.....	2
Minimum salary rate reduced.....	3
State board of education authorized to establish State schedule.....	1
Automatic increases temporarily suspended.....	1
Reduced rates for a particular city.....	1
Minimum salary law suspended temporarily.....	1

³ Legislation of 1933 in one State included in the "no change" group limits the tax which a district may vote and prescribes a cash basis thus indirectly reducing salaries. Two or three States have not only reduced salaries but have eliminated automatic increases; these States are counted but once.

WHY THE JUNIOR HIGH?

(Continued from p. 6.)

1922-23 with data from the same schools collected for 1930-31.

The third conclusion, that courses of study are better adapted to the immediate needs of junior than of senior high school pupils, is established through analysis of courses of study in mathematics from 103 secondary schools, published since 1925.

Junior high school courses, more than senior high school courses, contain such content as: Objectives of a practical nature; specific materials related to child's needs and to future life needs; local materials; correlation with materials from other fields; psychological as distinguished from strictly logical organization; supplementary activities familiar to the pupil; procedures suggestive of individual progress; topics of local interest; suggestions for pupil use of study materials, and visual aids; suggestions for testing knowledges and skills; and attention to the mechanical make-up of courses.

SCHOOL LIFE

VOL. XIX



NO. 1

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

Secretary of the Interior - - - HAROLD L. ICKES
Commissioner of Education - - - GEORGE F. ZOOK
Editor - - - WILLIAM DOW BOUTWELL
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JOHN H. LLOYD)

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Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

SEPTEMBER 1933

*A good thing to remember
And a better thing to do,
Is to work with the RECOVERY gang
And not the wrecking crew.*

IT'S OUR HABIT

Four American college boys, the story goes, were cast away on a desert island. The first thing they did was to elect a president, vice president, secretary, and sergeant at arms.

Organization to meet needs is, indeed, an American habit. We organize to eat lunch with our friends; organize to play golf, cards, ball, tennis; organize for police protection, fire protection, insurance against damage, death or injury, learning, religion, water supply, electricity and gas, parks, streets, traffic control, books, history, genealogy, science, medical service, dancing, and charity. Children in elementary school elect Junior Red Cross officers. Oldest inhabitants hold regular meetings.

What President Roosevelt has done is to apply this unique American capacity for organization to Nation-wide needs.

We have learned to work together to provide personal and local needs. Now we are called upon to work together for the welfare of our Nation.

Cooperation is common custom in modern education. We have worked out the techniques of happy participation for the achievement of definite objectives. The teachers and pupils of America will

put their combined strength behind the effort for national recovery.

SEARCHLIGHTS

The Federal Office of Education has instituted a new parent education service, monthly releases entitled "Searchlights", for the use of parent-teacher associations, study clubs, and leaders of these groups on the problems of child life, family relationships, and the newer aspects of education. Each release will consist of short-running comments on recent books and pamphlets that throw light upon the problems and personalities of children; books that help parents solve their problem; the new education and what it does for children; fiction that reveals the problems of adolescent youth; and books for parents who want to learn how to analyze their own home problems.

EXPLORING THE TIMES

The American Library Association has invited several able men to outline for the general reader the broad sweep of events leading up to the present, and to suggest a few outstanding books and pamphlets which will help to explain the forces at work, the resulting issues and how they can be met. Five reading courses have been published under the series title "Exploring the times", designed to point the way to good reading and intelligent thinking on current problems. In each case an authority has been asked to present his own subject from his own point of view.

Authors and titles issued to date:

World Depression—World Recovery, by Harry D. Gideonse.

Collapse or Cycle?, by Paul H. Douglas. Living with Machines, by William F. Ogburn.

Meeting the Farm Critics, by J. H. Kolb. Less Government or More?, by Louis Brownlow and Charles S. Archer.

The price is 25¢ each or \$1 for the set of five. Full information may be had from the American Library Association, 520 North Michigan Avenue, Chicago, Ill.

SEX EDUCATION BOOKLETS

The difficult task of preparing sex education literature for children of different ages has been accomplished by Thurman B. Rice, M.D., of the Indiana University School of Medicine in a series of five pamphlets. These pamphlets have been published by the Bureau of Health and Public Instruction of the American Medical Association. "The Story of Life" is intended for boys and girls of about 10 years; "How Life Goes On" for girls of high-school age, and "In Training" for boys of high-school age. "The Age of Romance" and "The Venereal Diseases" are intended for young people beyond the high-school age. The first and second of the series are especially well done.

While these publications were not intended for classroom use, teachers will be interested in examining them with a view to answering questions put by pupils, and for recommendation to parents who desire literature on this important subject suitable for their children.

The pamphlets may be secured from the American Medical Association, 535 North Dearborn Street, Chicago, 25 cents each, or \$1 a set.—Dr. James F. Rogers.

NOW A WEEKLY

Scholastic, national high-school magazine, has become a weekly publication. There is no fundamental change of content or policy. Scholastic is a journal not only for, but partially by, high-school students. It annually sponsors national awards for meritorious work in high-school art and literature.

CREDIT DUE

Inspiration for the cover illustration on this issue of SCHOOL LIFE came from the Beginning School photograph used on the cover of a report of progress, 1921 to 1931, in Birmingham (Ala.) public schools. The illustration was prepared by Mr. Ferris of the Government Printing Office layout division.

KAINGIN

*In April I shall be in the kaingin:
I shall scamper from one log to another;
When the sun grows hot
I shall seek the shade
Behind the stump of a tree;
I shall bathe my feet
In warm ashes
As I pick my steps
Over the ash-covered ground;
I shall make my way
To the edge of the clearing
Where murmurs a stream;
There I shall wash
The ashes from my feet.*

WEATHER

*Before the rainy season comes in
Tatay Mundo will mend the roof of his
nipa house.
It will look like the old patchy trousers he
always wears
When he goes to town on Sunday mornings.*

NESTOR V. M. GONZALES,
Calapan, Mindoro, P.I.

BIOGRAPHICAL NOTE

These poems are reprinted from the *Philippine Magazine*. Of the author, the editor of the magazine says: "Nestor Gonzales is a youth born in 1915 in Romblon, Romblon, now preparing for college, 'constantly tickled', he explains, 'by propensity for literature.'" His prose writings, also, have appeared in the *Philippine Magazine*. Poems selected for SCHOOL LIFE by Nellie Sergent, Evander Childs High School, New York City.

Shorter Terms

W. S. DEFFENBAUGH

of the Office of Education staff finds that in some cities school terms are shorter now than ever before

THIS YEAR some American cities will have shorter school terms than they had in 1930, and much shorter terms than many cities had in 1880 and earlier.

In the early days of the city school systems, sessions continued practically the year round. Vacations were short and holidays were few. The prevailing custom was to divide the school year into four terms of 12 weeks each, with a vacation of a week at the end of each term. In some cities all the vacation came in summer, with the exception of about a week at Christmas. The summer vacation was extended gradually, usually about a week at a time.

Daily school sessions were also longer than they now are. The history of the Cincinnati public schools, as recorded in early school reports, reveals a typical example.

Cincinnati example

Cincinnati's common-school system was established in 1830. The legislative act requiring the council to provide for the support of the schools at public expense fixed the annual term of 6 months, but an early report in which the act was reproduced contained a footnote saying: "The public schools of Cincinnati are kept open throughout the year."

This was substantially, if not actually, true. Vacations were of 3 weeks succeeding the close of a school year. One week

TABLE 2.—Length of school term and number of days attended in certain cities, 1879-80 and 1931-32

Cities	Number of days school was in session		Average number of days attended by each pupil enrolled		Average number of days out of school for each pupil enrolled	
	1879-80	1931-32	1879-80	1931-32	1879-80	1931-32
1. San Francisco, Calif.	211	195	155	166	56	29
2. New Haven, Conn.	198	179	133	158	65	21
3. Washington, D.C.	193	180	150	147	43	33
4. Chicago, Ill.	198	195	141	164	47	31
5. Indianapolis, Ind.	194	178	124	148	70	30
6. Atlanta, Ga.	175	176	111	141	64	35
7. Louisville, Ky.	204	172	138	141	66	35
8. Boston, Mass.	203	182	155	155	48	27
9. Grand Rapids, Mich.	195	180	124	162	71	27
10. Baltimore, Md.	180	190	116	159	64	31
11. Buffalo, N.Y.	199	185	155	159	44	26
12. Kansas City, Mo.	195	191	116	161	79	30
13. Cincinnati, Ohio	205	184	155	158	50	26
14. Memphis, Tenn.	149	180	87	148	62	32
15. Milwaukee, Wis.	200	190	131	162	69	28
16. San Antonio, Tex.	200	176	118	148	82	28



The Pupils Day

during the session of the college of professional teachers in October, and 1 week, including Christmas and New Year's Day, Saturdays, Thanksgiving Days, and May Days were holidays.

In 1849 a formal rule fixed the length of the summer vacation at 5 weeks. Four years later (1853) a further extension was made, and the schools were ordered closed from the last day of June to the third Monday in August.

No substantial change was made for 7 years, but in 1860 another week was added to the vacation, which extended from the last Friday in June to the fourth Monday in August. Another 7-year period elapsed, and again (1867) the vacation period was increased, this time until the first Monday in September.

The regulation in effect in 1911 provided that the annual vacation should be from such date in June as might be designated by the board of education, to the first Monday after the first Tuesday in September. Schools were actually in operation 200 days in 1910-11, and 184 days in 1931-32.

It appears, therefore, that in this typical city, the actual reduction in school time per year has been from 233 to 184 days.

Table 1, taken in part from the Report of the Commissioner of Education for 1891-92, shows that the conditions in Cincinnati are representative of the entire country.

Of 1,000 representative cities, about 5 percent have a school term varying from

(Turn to p. 16.)

TABLE 1.—Length of school term and of daily sessions, 1841-42

Cities	In 1841-42 or thereabouts		In 1891-92		Number of days actually in session, 1931-32 (days)
	Length of school term ¹	Length of daily sessions (hours)	Length of school term (days)	Length of daily sessions (hours)	
New York, N.Y.	49 weeks	6-7	202½	5	184
Chicago, Ill.	48 weeks	6	192	5	195
Philadelphia, Pa.	25½ days	7	201	5	186
Brooklyn, N.Y.	11 months		202		184
Boston, Mass.	224 days	5½-6	200	5	182
Baltimore, Md.	11 months	5½-7	203	5	190
Cincinnati, Ohio	do	5½-7	190	5½	184
Cleveland, Ohio	43 weeks		190		183
Buffalo, N.Y.	12 months		195		185
Washington, D.C.	238 days	5½-7	180	5	180
Detroit, Mich.	259 days	6	196	5½	177

¹ The exact number of days cannot be stated in all cases, because of the uncertainty as to the length of the week or the month mentioned in the original documents. It is presumed, however, that the calendar week or month was intended.

² In winter.

³ In summer.

NRA ★ HOLC ★ AAA ★ FFCA ★ TVA C

Ten Thumbnail Sketches To

THE LAW ON IT

★ *EACH of the 10 new Government agencies described in this article is built on a law passed by Congress. History, civics, and current events classes will find the laws helpful in understanding the New Deal. Any of the laws listed in the accompanying thumbnail sketches can be obtained through your Congressman. Watch SCHOOL LIFE for references to other Government pamphlets useful in schools.*

STRANGE new initials are getting into the newspapers. Do you know what they stand for? Can you name the 10 new Federal agencies whose long names have shrunk to initial letters?

Do you know the purpose of each of these 10 weapons Congress has given to the President to wage the recovery campaign?

Every principal and every teacher will be eager to have pupils understand the details of the New Deal in American government. But the facts can't be found in textbooks. Not yet. To fill the need, *SCHOOL LIFE* supplies 10 thumbnail pictures of the 10 new agencies. Later issues will tell more about the various agencies in plain terms.

The aim of the 10 agencies is to prime the pump of national prosperity by spreading employment, by expanding credit, by trying new methods of Nationwide cooperation on common problems.

NRA

National Industrial Recovery Administration (Public Act 67, 73d Cong.). Gen. Hugh S. Johnson, Administrator.

Purpose: To draft treaties (codes) that substitute team play for unbridled competition in business. Parties to the treaties are business owners, workers, and consumers. The chief objects are to put 11,000,000 unemployed back to work, raise wages, increase the American stand-

ard of living. The terms of the treaties are: Minimum limits for wages, shorter hours, no child labor, no profiteering. The antitrust law "sword of Damocles" is removed temporarily from above industry's head; labor's right to organize and be represented by spokesmen of its own selection is recognized. NRA co-operators display the Blue Eagle badge. Specimen codes agreed to by industries can be obtained from the NRA headquarters.

TVA

Tennessee Valley Authority (Public Act 17, 73d Cong.). Dr. Arthur E. Morgan, chairman, Washington office, Temporary Building F.

Purpose: Ever since the World War full use of the vast water-power resources at Muscle Shoals has been forestalled by failure to reach an agreement on who was to use the power, and how. Muscle Shoals and other potential water-power resources of the Tennessee River will now be the focal point of the first American experiment in developing an entire river valley as an industrial, social and economic unit. The first major project is construction of the Norris Dam at Cove Creek, on the Clinch River, about 20 miles northwest of Knoxville. It will create one of the world's largest artificial lakes. A transmission line has been authorized between the new dam and the Wilson Dam at Muscle Shoals. The Tennessee Valley Authority, of which two Morgans,

prominent educators both, are directors (Arthur E., president of Antioch College, and Harcourt A., president University of Tennessee) along with David E. Lilienthal, of Wisconsin, is empowered to make "such surveys, general plans, studies, experiments, and demonstrations as may be necessary and suitable to aid the proper use, conservation, and development of the natural resources of the Tennessee River drainage Basin." This promises to be one of the most adventurous experiments in creating a high standard of living for all the people in a given region ever undertaken.

AAA

Agricultural Adjustment Administration (Public Act 10, 73d Cong.). In charge, Henry A. Wallace, Secretary of Agriculture. Administrator, George N. Peek.

Purpose: To increase the farmer's share of the national income. This is accomplished through two principal means. One is to assist farmers, by compensatory payments supplementing their market returns, to adjust their production of certain basic agricultural commodities to the effective demand for these commodities. Such payments are made only to farmers who do adjust their production. Money to make the payments is derived from a processing tax imposed upon the commodity in question. The amount of the processing tax is limited to the difference between the current farm price of the commodity and its purchasing power, in manufactured commodities that farmers buy, during the period 1909-1914. The other principal means of increasing farmers' incomes is by establishing among processors and distributors, marketing agreements, enforced by licensing provisions when necessary, which assure a fair price to the producers of farm goods, without extortionate increases in consumers' costs.

PWA

Federal Emergency Administration of Public Works (Public Act 67, 73d Cong.). Administrator: Harold L. Ickes, Secretary of the Interior.

A CCC ★ FERA ★ PWA ★ FCOT ★ RFC

Ten New Federal Agencies

Purpose: To foster employment by advancing \$3,300,000,000 for public works: Roads, naval vessels, bridges, low-cost housing projects, schools, etc. For State and local public projects approved by State engineers, State advisory boards, the National Government pays 30 percent of the cost of labor and materials outright. Loans are made to public bodies to be repaid with interest at 4 percent during the useful life of the project.

CCC

The Emergency Conservation Work Program (which directs the Civilian Conservation Corps) (Public Act 5, 73d Cong.). Robert Fechner, Director, Temporary Building No. 2, Nineteenth and D Streets.

Purpose: To give employment to 300,000 young men by hiring them on reforestation, soil erosion, flood control,

and similar projects, and in National Park development. Workers agree to send a substantial part of their wages to dependents. The Labor Department selected the young men and certified them to the Army for enrollment, examination, equipment, and transportation to camps. The Veterans Administration performed the same service for war veterans. The Forest Service and National Park Service selected the experienced men. National Park Service and Forest Service plan, assign, and supervise the work to be done.

FCOT

Federal Coordinator of Transportation (Public Act 68, 73d Cong.). Joseph B. Eastman, Commerce Building.

During the World War the Federal Government took charge of the railroads. Afterward it returned to the policy of

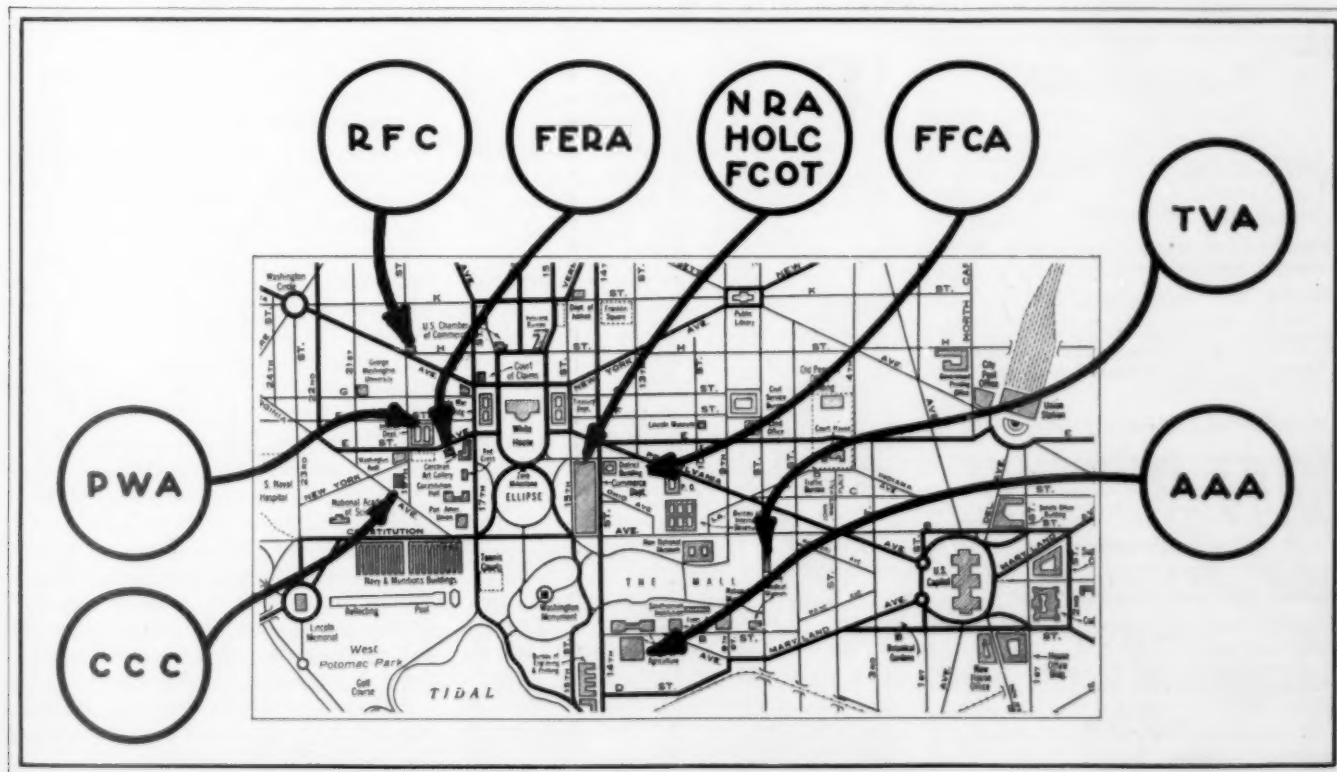
supervising rates and other fiscal problems of railroads. Now the Federal Government is again taking a hand in the administration of railroads through the Federal Coordinator who is empowered to eliminate needless competition of rail lines and to enforce other economies. Congress also instructed this new agency to make a study of our railroads for the purpose of making recommendations to the President and to Congress for legislation.

FERA

Federal Emergency Relief Administration (Public Act 15, 73d Cong.). Harry L. Hopkins, administrator, Walker-Johnson Building.

When depression first struck local private charity and local public welfare agencies assumed the burden of feeding

(Turn to p. 15.)



THE NEW GEOGRAPHY OF GOVERNMENT IN WASHINGTON, D.C.

Basic map courtesy American Automobile Association.

Andrew H. Gibbs

New State Education Laws

WHAT new educational legislation has been enacted in the several States? Ward W. Keesecker endeavors to give this information to readers, as it is reported to the Federal Office of Education. More detailed information on laws proposed or enacted is available in a series of Office of Education circulars, nos. 85, 87, 89, and 109. Single copies of these circulars are free upon request.

California

Raised the age of admission to kindergarten from 4½ to 5 years.

Provided that all school buildings must be erected according to specifications of the State Board of Architects. Known as earthquake bill.

Delaware

Appropriated \$1,500 a year until 1942 to continue to assist in the education and training of children of World War veterans who were killed or died in service.

Georgia

Appropriated \$4,564,600 for the biennium for aiding common schools and consolidated schools.

Provided for an investigation of the work of the State Textbook Commission in its letting of contracts.

Indiana

Required that textbooks on physiology and hygiene used in Grades 4 to 8 include discussion on harmful effect of alcohol and narcotics. Provided for suspension of the license of any teacher for failure to teach same.

Authorized township trustees to provide transportation for parochial school pupils along the regularly established school bus routes.

Iowa

Made agriculture, manual training and domestic science courses optional, and defined physical education as being exclusive of interscholastic athletics.

Fixed \$40 per month as a flat minimum salary for teachers with all types of certificates and all amounts of experience.

Fixed \$1,530 as a minimum salary and \$2,400 as a maximum salary for county superintendents.

Kansas

Directed School Book Commission to reduce the price of school books * * * Revised budget law.

Maryland

Reduced salaries of all teachers, principals, and superintendents ranging from 10 to 15 percent.

Minnesota

Provided for an income tax and the creation of an income tax school fund to be distributed by State Board of Education to districts on the basis of compulsory school-age population.

Missouri

Appropriated one third of the general revenue of the State for the support of the public schools * * *. Reduced appropriation for vocational education approximately one third of the amount appropriated 2 years ago.

Nevada

Prohibited school districts from issuing bonds that would run for a longer period than 20 years.

New Jersey

Prohibited discrimination between salary reduction of municipal employees and those of school districts.

New York

Provided for reduction of public moneys to be paid to the several school districts of the State.

Established a division of child development and parental education in the State department.

North Carolina

Appropriated \$16,000,000 for a State-wide 8-month public school term in place of the present 6-month and optional extended terms.

Ohio

Non-State aid districts shall receive during the ensuing year an amount equal to approximately \$13,000,000 in addition to local sources of revenue.

Limited borrowing of money by boards of education.

South Dakota

Passed a gross income tax to provide school districts of State approximately \$4,000,000 annually.

Provided a \$1 dog tax for school purposes. Reduced salary of county superintendents on an average of approximately 15 percent.

West Virginia

Created a county district for school purposes. Existing magisterial school districts and subdistricts and independent districts abolished. New districts under control of county board of education. Minimum term for elementary and high schools 9 months.

Wisconsin

Reduced minimum monthly salary for teachers from \$75 to \$65.

Notice

A REVIEW of Educational Legislation, 1931 and 1932, prepared by Ward W. Keesecker, Office of Education specialist in school legislation, is just off the press. It is Bulletin 1933 No. 2, chap. 7 of the Biennial Survey of Education in the United States. Order from Superintendent of Documents, Government Printing Office, Washington, D.C., Price 5 cents.

A School Financing Handbook

TO BRING into focus the thinking of pressing problems of financial support for public education, the National Education Association joint commission on the emergency in education called a national conference of educational leaders in New York City from July 31 to August 11.

Dividing their problem among committees, the conference produced a series of reports which will be published by the National Education Association as a handbook. This volume, it is hoped, will provide local and State groups supporting education with a body of expert opinion on financing education which will prove helpful.

From the various reports has been condensed a modern charter for public school support which follows:

Charter

Believing that the financing of schools is a matter of cardinal public concern, basic to the present and future welfare of our democracy, we offer the following program for action by the American people:

Universal education.—Funds to provide every child and youth a complete educa-

tional opportunity from early childhood to the age at which employment is possible and socially desirable. This right to be preserved regardless of residence, race, or economic status and to constitute an inalienable claim on the resources of local, State and National Governments.

Lifelong earning.—Educational opportunities at public expense for every adult whenever such opportunities are required in the public interest.

Effective teaching.—In every classroom competent teachers maintained at an economic level which will secure a high quality of socially motivated, broadly trained, professional service. Lacking this, the whole school program is weakened at its most crucial point.

Equitable taxation.—For the adequate support of all governmental activities, including the schools, a stable, varied, and flexible tax system, providing for a just and universal sharing of the cost of government by all members of the community.

Public information.—Accurate, intelligible, and frequent reports to taxpayers and the public on the management of the school money so that complete understanding and constructive attitudes with

respect to school taxes and services may prevail.

School-board independence.—In every school system a board of education responsive to the will of the whole people and free to adopt and carry out truly efficient and economical financial policies for the schools.

Economical administration.—A uniform and continuous policy of honest, economical and productive spending of all school moneys.

Adequate local units.—In every community trained educational leadership and other services secured through a local unit of school administration large enough to make such services financially possible and desirable.

Community initiative.—For every school district the right to offer its children an education superior to State minimum standards and to seek and develop new methods intended to improve the work of the schools.

State Responsibility

Equalization of educational opportunity.—For every school unit which cannot maintain an acceptable program on a fair local tax, State support to make up the deficiency. Additional State support for an acceptable school program as needed to allow for the reduction of local property taxes.

Professional leadership.—Competent leadership in every State department of education so that reasonable minimum financial standards may be established and educational progress encouraged throughout the State.

Fiscal planning.—In every State a long-time financial plan for public education, comprehensive in scope, based on experienced judgment and objective data, cooperatively developed, continually subject to review and revision, and reflecting faithfully the broad educational policy of the people.

National Interest

Open schools.—For every child deprived of education by emergency conditions beyond the control of his own community and State, immediate restoration of these rights through assistance from the Federal Government to the State or community concerned.

Federal support.—To protect the Nation's interest in securing an educated citizenship through an effective and flexible public-school system, Federal support for schools in the several States without Federal control over State or local educational policies.

If America is to recover prosperity and persist as a democratic nation these essentials must be preserved.

Survey Conferences

THE NATIONAL SURVEY of Secondary Education directed by the Federal Office of Education completed its work last summer. Since then, 14 monographs prepared by survey specialists in various fields of study and research have appeared. Fourteen additional monographs are in press. See list of monographs on back cover of this issue.

Within the past year a number of educational organizations have based their programs in whole or in part on this survey, utilizing survey reports as program material. Conferences and program presentations on the National Survey of Secondary Education have been sponsored by national education organizations, State and regional school associations.

State conferences have been held under the direction of the Virginia State Education Association, the University of Illinois (conference of high school principals), Pennsylvania State Education Association, University of Pennsylvania (schoolmen's week), the University of Alabama (summer conference), and George Washington University (summer conference.)

Secondary school leaders from various States attended the regional conferences on the National Survey conducted by the Middle States Association of Colleges and Secondary Schools, the Southern Association of Colleges and Secondary Schools, the North Central Association, and Northwest Association of Secondary and High Schools.

National agencies to sponsor Secondary Survey conferences have been: The Headmasters Association, the Department of Secondary School Principals of the National Education Association, and the Department of Secondary Education of the National Education Association. At the National Education Association summer meeting in Chicago, the Department of Secondary Education gave over its 2 general meetings and 8 sectional meetings or round-table conferences to discussion of National Survey of Secondary Education reports. The program was prepared by the president of the department, Ernest D. Lewis, of Evander Childs High School, New York City, in cooperation with Chicago High School Teachers' Association.

Every effort is being made to have other State, regional, and national education organizations sponsor conferences or program presentations based on National Survey of Secondary Education findings.

Commissioner of Education George F. Zook has sent letters to presidents of State education associations urging that survey reports be given wide currency among administrators, teachers, and students of education generally. William H. Bristow, Pennsylvania State Department of Public Instruction, recently addressed a letter for the National Association of High School Inspectors and Supervisors to high-school supervisors throughout the country. He specified various ways in which State directors of secondary education can cooperate in placing the survey findings before the school and the lay public: (1) Through regional, State, district, and local conferences in which questions relative to secondary education are discussed; (2) with local study groups; (3) by individual teachers in particular fields; (4) with lay groups in evaluating procedures in local school systems and with boards of education in presenting best practices and plans; and (5) through college courses in secondary education.

For further information regarding National Survey of Secondary Education Conferences, address the Commissioner of Education, United States Department of the Interior, Washington, D.C.

PARENT-TEACHER PUBLICATIONS

Two publications useful in parent-teacher work are: "Projects and Program Making for Local Committee Chairmen," and "Handbook for Parent-Teacher Associations," issued by the National Congress of Parents and Teachers, 1201 Sixteenth Street, N.W., Washington, D.C. As companion studies, these publications are valuable guides to teachers and school administrators in promoting parent-teacher cooperation in each community. The publications cost 20 cents each, or six for \$1.

GEOGRAPHIC BULLETINS

Publication of the National Geographic Society's weekly geographic news bulletins will begin early in October. These bulletins for teachers are issued (five in each week's set) for 30 weeks of the school year. Beautifully illustrated, they embody pertinent geography facts for classroom use, such as information about boundary changes, geographic developments, and world progress in other lands. Applications should be accompanied by 25 cents to cover mailing costs of bulletins for the school year.

Education In Other Countries

JAMES F. ABEL

chief of foreign school systems division tells of education
in Palestine 1918-1933

A SKETCH MAP of Palestine is before me as I write, not the usual kind of map of that country on which are shown the boundaries of ancient dynasties or the roads traveled by some Biblical character, but a simple, artistic drawing of the Mediterranean coast line on the west, and the international boundary for Syria on the north, Trans-Jordan to the east, and Sinai to the south and southwest. Within those lines small black dots numbered for the legend, show the towns and villages provided with Government Arab schools; red dots and numbers fix the places that have Hebrew schools.

To my English-language eye most of the names are at least odd, and unpracticed as I am in the sounds of the Arabic and Hebraic languages I refuse to try to pronounce them. Arabic schools are at such places as Umm ez Zeinat, Qaryat el 'Inab, and 'Asira esh Shamaliya, and I learn that Tel Yoséf, Shivat Tsiyón, Bnei Beráq, and Yājūr have Hebrew schools. But some of the place names are familiar enough. There are Jerusalem, Nazareth, Bethlehem, and Hebron with Arab or Hebrew schools or both; and Beer-sheba district with six tribal institutions.

The map illustrates the story which the director of education of Palestine tells in his annual report of the condition of education in that little area so rich in Christian and Moslem history, and of how it has developed since 1918, into a dual school system formed on linguistic and racial bases.

The population of Palestine in 1931 was 759,952 Moslems, 175,006 Jews, 90,607 Christians, and 9,589 of other faiths. The Arab public system, enrolling in 1931-32 in the elementary schools 21,745 Moslem children, 2,610 Christians, mostly Greek Orthodox, and 482 of other beliefs, is directly administered by the Government department of education. It is mainly separate for the sexes and the girls fare relatively poorly; they number only 5,179 in the enrollment of 24,837. The Hebrew public system, enrolling 22,486 pupils of which 11,571 are girls, is mainly coeduca-

tional, and is inspected by the Government department but is directly controlled by the education department of the Jewish Agency for Palestine which has absorbed the former Zionist organization.

These two branches of the dual system differ in plan of instruction. Rural schools for Arab children have four classes; preparatory, first, second, and third. Higher classes numbered consecutively after three may be added. The Arab town schools have an elementary stage of 7 years, preparatory and one to six in ascending order; a secondary stage of 4 years, the fourth being of English matriculation standard; and a university or college stage of 3 years following matriculation. Many Arabs from Palestine attend the American University of Beirut, Syria, with the usual American freshman, sophomore, junior, and senior years. The department of education of Palestine holds the fourth year of the Arab secondary school to be equivalent to the freshman year in the University of Beirut.

The elementary school of the Jewish Agency is 8 years, classes one to eight; the secondary school (gymnasium) is also 8 years, with the classes numbered in ascending order and class one equivalent to class five of the elementary school. Graduation from the 8-year gymnasium is a condition of admission to the Hebrew University of Jerusalem, a young institution opened in 1925 and rapidly developing its program of scientific research and instruction. The fourth, fifth, and sixth classes in the Arab elementary schools are equated by the Government department with the fifth, sixth, and seventh in the Hebrew elementary schools.

Growth in the two branches has been as rapid as could well be expected. In 1919-20, the 171 Arab public schools with 408 teachers handled 10,662 pupils; in 1931-32, schools to the number of 305 employed 783 teachers for an enrollment of 24,837. Statistics of the Hebrew schools for the same years were 137 institutions with 605 teachers and 12,380 pupils, as against 256 with 1,033 teachers and an enrollment of

22,486. Amount of public money spent for education increased in like measure.

The only Government Arab school that gives a full 4-year secondary course is the Arab College at Jerusalem but 9 town boys' schools offer the first 2 years, and in Jaffa 3 years are covered. The Hebrew provision for secondary training includes 3 complete coeducational schools: Gymnasia Herzliya at Tel-Aviv, Hebrew Reali School at Haifa, and Gymnasia 'Ivrit at Jerusalem. All have sent graduates to study in universities in the United States; that at Tel-Aviv probably has here more students to its credit than any other secondary school abroad. The agency has also a boys' school, the Reali Tahkemoni, at Tel-Aviv which offers only 4 years of the curriculum.

Men teachers for the Arab elementary schools are trained in the Arab college in a fifth year, to which only secondary school graduates are admitted. Women in training for teaching attend the Women's Elementary Training College, a boarding school, with a 4-year curriculum the last 2 of which are on a level with the first 2 of the secondary school. Teachers for the Hebrew elementary schools are prepared for service in 4 training colleges; 2 of them "general" and 2, "Mizrahi". The latter are unusual in that they devote about half the time to Hebrew subjects.

Besides this public-school system, dual in nature, Palestine has in the private education field 157 Moslem schools with 9,196 pupils; 181 Christian with 17,183 pupils and these include the schools maintained by French, English, German, Italian, American, and Swedish groups; and 117 Jewish schools other than those maintained by the agency, with 11,970 pupils. Moreover, there is a considerable number of public and private technical and agricultural schools and institutions of various kinds for defectives. Nor are there lacking the sports, athletics, vacation and summer camps and courses, Boy Scouts, girl guides, and playground and clubroom activities that make up so large a part of modern organized education.

Electrifying *EDUCATION*

Radio ★ Sound Pictures ★ Recordings

BY

CLINE M. KOON

STUDENTS of educational broadcasting will welcome the announcement that Dr. Levering Tyson, Director of the National Advisory Council on Radio in Education, 60 East Forty-second Street, New York City, has issued a bulletin on What To Read About Radio.

Ohio continues to pioneer in the educational uses of radio. The latest project has been the formation of the Ohio Radio Education Association to (1) promote educational broadcasting, (2) secure financial stability, and (3) encourage group listening. Mrs. M. E. Fulk, State Department of Education, Columbus, Ohio, is secretary.

The official handbook for the annual debate: *Resolved*, That the United States Should Adopt the Essential Features of the British System of Radio Control and Operation, is being prepared by Bower Aly and Gerald D. Shively of the University of Missouri. The National Committee on Education by Radio, 1201 Sixteenth Street NW., Washington, D.C., also plans to supply information on the question.

The sixth season of the NBC music appreciation hour which is conducted by Dr. Walter Damrosch will begin October 6 at 11 a.m., over a Nation-wide network of the National Broadcasting Co. An instructor's manual and other information may be secured by addressing the National Broadcasting Co., 711 Fifth Avenue, New York City.

Mr. Eugene Coltrane, field representative of the National Committee on Education by Radio, has conducted 17 summer school conferences on the educational use of radio since June 1.

The National Association of Broadcasters has established a program service department for the exchange of radio programs and improvement of the program service of its member stations.

The N.E.A. broadcasts, "Our American Schools," which are conducted by Miss Florence Hale, editor of *The Grade Teacher* magazine, will resume on October 8 over a national hook-up of the National Broadcasting Co.

The University of Chicago recently produced two new educational talking pictures titled "Energy and Its Transformation," and "Electrostatics." Information regarding these films and how they may be obtained may be secured by addressing The University of Chicago Press, Chicago, Ill.

The bureau of publications, Teachers College, Columbia University, New York City, announces publication of Dr. Varney C. Arnsperger's dissertation entitled, "Measuring the Effectiveness of Sound Pictures on Teaching Aids." This book which is based upon an experimental study to determine the contribution of the talking picture in classroom instruction, will be of interest to many teachers and school administrators.

Teachers interested in the use of sound motion pictures in education will want to read, "The Educational Talking Picture", by Frederick L. Devereux and others, just off the University of Chicago Press.

TEN THUMBNAIL SKETCHES

(Continued from p. 11)

and housing the unemployed. But the task became too heavy. Gradually it was shifted to the municipal governments which were forced to turn to the States for help. The National Government began in August 1932 to aid States by advancing money through the RFC. Now, through FERA, the Government is making outright grants from a \$500,000,000 fund. The money is distributed by State relief administrators to counties and cities. Use of Federal relief funds to pay work-relief allowances to needy unemployed teachers has been authorized by Administrator Hopkins.

RFC

Reconstruction Finance Corporation (Public Act 2, 72d Cong. and subsequent legislation). Jesse H. Jones, chairman, 1825 H Street.

Purpose: To provide emergency financing facilities for financial institutions, to aid in financing agriculture, commerce, and industry. This agency was created under the previous administration in order to supply Government credit to take the place of the vanishing supply of private credit. Since March, its responsibilities for loans for public works have been shifted to the Public Works Administration. The scope of its loan operations has been expanded in other directions.

FFCA

Federal Farm Credit Administration (Public Act 75, 73d Cong.). Henry Morgenthau, Jr., governor, 1300 E Street.

Purpose: To unify the activities of various Government loan agencies created to help farmers who have been struggling against 12 years of decreasing prices of products with consequent decreasing value of land. It consolidates the functions of the Federal Farm Board, Federal Farm Loan Bureau, Regional Agricultural Credit Corporations of the Reconstruction Finance Corporation, Crop Production Loan Office, Seed and Production Loan Offices formerly under the Secretary of Agriculture. Through this agency the Government tries to prevent farmers from losing their mortgaged farms and to help them finance the planting and harvesting of new crops. It also endeavors to help farmers obtain the advantages of business organization in marketing products by advancing loans to cooperatives.

HOLC

Home Owners' Loan Corporation (Public Act 43, 73d Cong.). William F. Stevenson, chairman, Commerce Building.

Purpose: This agency has been created to do for the city home owner what the Federal Farm Credit Administration was created to do for the farm owner—save him from losing his property through foreclosure of mortgages. Farm owner and city home owner have been squeezed by two powerful opposing forces, one which insists that loans and interest on loans cannot be scaled down; the other which insists that income of farmers and home owners must be scaled down in accord with lower price levels. To the squeezed home owner, the HOLC extends a helping hand by converting his private loan into a Government loan at low interest with easy terms for payment on the principal of the loan.—William Dow Boutwell.

Bulletin

TEXT of communication from Federal Emergency Relief Administrator Harry L. Hopkins to governors and State relief directors:

"Your relief commission is authorized to use Federal relief funds now available or to be made available by the Federal Emergency Relief Administration to pay work-relief wages to needy unemployed teachers or other persons competent to teach and assign them to class rooms up through the eighth grade; provided, first, that these teachers are assigned by the relief offices to appropriate educational authorities who will have entire supervision over their activities; second, provided that they are assigned only to those schools

which prior to this date have been ordered closed or partially closed for the coming school year because of lack of funds; third, this applies only to rural counties.

"State relief administrations are also authorized and urged to pay from above funds relief-work wages to needy unemployed persons competent to teach adults unable to read and write English. This applies to cities as well as rural counties. Under no circumstances should relief funds be used to relieve counties of their proper responsibility for education, nor should these activities permit the substitution of relief teachers for regularly employed teachers."

SHORTER TERMS

(Continued from p. 9)

156 to 170 days, which represents a school term of about 8 or 8½ months. Approximately 90 percent have a school term varying from 171 to 190 days, or a term of from 9 to 9½ months. Only about 5 percent have a term from 191 to 200 days, or a 10 months' term.

In only nine cities 10,000 population or more in 1931-32 was the school term from 196 to 200 days, or what might be considered 10 full months of school, counting 20 days to a school month. In 1879-80, schools in 95 cities having a population of 7,500 and over were in session 196 days or more, and several of the 95 were in session more than 200 days.

On the whole, the number of days that city schools are in session is not increasing. The number of days attended by each pupil enrolled is, however, increasing, but even with the increase in attendance, the average number of days attended is only 157.

The child who attends school 6 hours a day for 157 days is in school only 942 hours a year. Allowing 10 hours for sleep, the child's 365 days are distributed as follows: 10.7 percent in school, 41.7 percent in sleep, and 47.6 percent under home supervision.

This analysis of the school child's time emphasizes the responsibility of the home, the school, and community institutions for his all-round education. For more details on "Shorter Terms" see "Statistics of City School System, 1930-1932" Bulletin 1933, no. 2, chap. II (in press).

Reduction in the length of the school term has come so gradually that the extent of it has not been realized and is rarely discussed.

Although the length of the school term has been reduced since the early days of city school systems, the number of days attended by each pupil enrolled has increased. Data on attendance in the early days are not at hand, but compilations from the report of the Commissioner of Education for 1879-80 show that although the school term was longer in most cities than at present, the number of days attended was less. (See table 2.)

PUBLIC WORKS

(Continued from p. 5)

Ohio: William A. Stinchcomb, Cleveland; Rufus Miles, Columbus; Henry Bentley, Cincinnati; S.E. (P.W.A.) L. A. Bonlay, Columbus.

Oklahoma: John H. Carlock, Ardmore; Frank C. Higginbotham, Norman; Walter A. Lybrand, Oklahoma City; S.E. (P.W.A.) Philip S. Donnell, Oklahoma City.

Oregon: Bert E. Haney, Portland; C. C. Hockley, Portland; Robert N. Stanfield, Baker; S.E. (P.W.A.) Claude C. Hockley, Portland.

Pennsylvania: Joseph C. Trees, Pittsburgh; A. E. Malmel, Philadelphia; J. Hale Steinman, Lancaster; S.E. (P.W.A.) William H. Gravell, Harrisburg.

Rhode Island: Hon. William S. Flynn, Providence; John Nicholas Brown, Newport; William E. Lafond, Woonsocket; S.E. (P.W.A.) Leslie A. Hoffman, Bridgeport, Conn.

South Carolina: L. P. Slattery, Greenville; Burnet R. Maybank, Charleston; Thomas B. Pearce, Columbia; S.E. (P.W.A.) J. L. M. Irby, Columbia.

South Dakota: Leon P. Wells, Aberdeen; Herbert E. Hitchcock, Mitchell; S. H. Collins, Aberdeen; S.E. (P.W.A.) Harold C. Knudsen, Devils Lake, N. Dak.

Tennessee: Col. Harry S. Berry, Nashville; Roane Waring, Memphis; W. Baxter Lee, Knoxville; S.E. (P.W.A.) Col. Harry S. Berry, Nashville.

Texas: Col. Ike Ashburn, Houston; S. A. Goeth, San Antonio; John Shary, Mission; R. M. Kelly, Longview; S.E. (P.W.A.) Robert A. Thompson, Fort Worth.

Utah: William J. Halloran, Salt Lake City; Ora Bundy, Ogden; Sylvester Q. Cannon, Salt Lake City; S.E. (P.W.A.) Richard A. Hart, Salt Lake City.

Vermont: Frank H. Duffy, Rutland; P. E. Sullivan, St. Albans; Lee C. Warner, Bennington; S.E. (P.W.A.) Harold J. Lockwood, Concord, N.H.

Virginia: B. F. Moomaw, Roanoke; J. Winston Johns, Charlottesville; Robert B. Preston, Portsmouth; S.E. (P.W.A.) James A. Anderson, Richmond.

Washington: William A. Thompson, Vancouver; C. W. Greenough, Spokane; Roy LaFollette, Colfax; S.E. (P.W.A.) Gene Hoffman, Olympia.

West Virginia: D. H. Stephenson, Charleston; William P. Wilson, Wheeling; Van A. Bittner, Fairmont; S.E. (P.W.A.) M. Lindsay O'Neale, Charleston.

Wisconsin: Walter G. Caldwell, Waukesha; William G. Bruck, Milwaukee; John Donaghey, Madison; S.E. (P.W.A.) James L. Ferebee, Madison.

Wyoming: Patrick J. O'Connor, Casper; Leroy E. Laird, Cheyenne; John W. Hay, Rock Springs; S.E. (P.W.A.) Francis C. Williams, Cheyenne.

Regional Advisors

Region 1: (Includes Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut, Maine). Advisor, George W. Lane, Jr., Lewiston, Maine.

Region 2: (Includes New York, Pennsylvania, New Jersey). Advisor, Edward J. Flynn, New York, N.Y.

Region 3: (Includes Illinois, Indiana, Michigan, Ohio, Wisconsin). Advisor, Charles M. Moderwell, Chicago, Ill.

Region 4: (Includes North Dakota, South Dakota, Nebraska, Minnesota, Iowa, Wyoming). Advisor, Frank Murphy, St. Paul, Minn.

Region 5: (Includes Montana, Idaho, Washington, Oregon). Advisor, N. Marshall Dana, Portland, Ore.

Region 6: (Includes California, Nevada, Utah, Arizona). Advisor, Justus S. Wardell, San Francisco, Calif.

Region 7: (Includes Texas, Louisiana, New Mexico). Advisor, Clifford Jones, Spur, Tex.

Region 8: (Includes Colorado, Kansas, Oklahoma, Missouri, Arkansas). Advisor, Vincent M. Miles, Fort Smith, Ark.

Region 9: (Includes Mississippi, Alabama, Georgia, South Carolina, Florida). Advisor, Henry T. McIntosh, Albany, Ga.

Region 10: (Includes Tennessee, Kentucky, West Virginia, Maryland, Delaware, Virginia, North Carolina). Advisor, George L. Radcliffe, Baltimore, Md.

NURSERY-KINDERGARTEN CIRCULARS

Two new Office of Education circulars of interest to persons in nursery-kindergarten-primary education are now available. They are Circular no. 86, Educational Activities for the Young Child in the Home, and Circular no. 88, Kindergartens in Public Schools of Cities Having 2,500 Population or More, as of June 1932.

Circular 86 has been prepared in answer to numerous questions from parents living where there are no kindergartens for their 4- and 5-year old children. It tells how to equip a playroom, and a playyard, and describes uses of the equipment. It discusses the beginnings of music and art appreciation for young children, and describes certain essentials as preparation for learning to read. It also stresses the worth of taking children on excursions, and suggests places to go. The circular describes how to form habits socially acceptable and fundamental to emotional stability in young children. It concludes with a short list of books useful to parents.

Circular no. 88 gives kindergarten enrollments, attendance, and number of teachers for cities having populations of 2,500 or more.

Figures in this circular may be helpful in making State-wide and local studies. These studies could determine at what

ages children may be enrolled in kindergartens, the extent to which the population of kindergarten age takes advantage of the opportunity offered, and the effect of kindergarten attendance upon placement of children in early grades and upon progress or promotion rates of children.

Single copies of the circulars are available free from the Federal Office of Education, Washington, D.C.

FOR AGRICULTURAL TEACHING

Suggested activities for teaching in agricultural part-time schools are included in Federal Board for Vocational Education Bulletin No. 108, Agricultural Series No. 27, price 5 cents from the Superintendent of Documents, Washington, D.C. One hundred and forty-four suggestions are offered.

★ Recent Theses in Education ★

THE Library of the Office of Education collects doctor's and outstanding master's theses in education, which are available for consultation, and may be borrowed on interlibrary loan. A list of the most recently received theses is given each month. Additional theses on file in the Library will be found, marked with an *, in the current number of the Bibliography of research studies in education.

Compiled by RUTH A. GRAY

Library Division, Office of Education

ANKENBRAND, W. W. and DE LANCEY, BLAINE M. The faculties of liberal arts colleges and teachers colleges. A comparative study of the social-economic and educational backgrounds of the teachers in endowed liberal arts colleges, state teachers colleges, and state normal schools. Doctor's, 1932. New York University. 264 p. ms.

ARNSPIGER, VARNEY CLYDE. Measuring the effectiveness of sound pictures as teaching aids. Doctor's, 1932. Teachers College, Columbia University. 156 p.

BABB, RALPH WARREN. A resurvey of the financing of education in a city public school system, being a resurvey of the financial conditions of the Lynn, Mass., public schools 5 years after a survey by Dr. George D. Strayer. Master's, 1933. Boston University. 85 p. ms.

COOK, THOMAS R. A plan to reduce the time generally used to teach high-school literature assignments, in order to include more modern or related literature in the English curriculum. Master's, 1932. New York University. 41 p. ms.

CREEDON, MARGARET MARY. Reorganization of commercial education in the light of social needs. Master's, 1933. Boston University. 89 p. ms.

ERICSSON, FRANS A. Freshman failures and how to prevent them. A study of the relationship between test scores and scholarship marks of the freshmen at four Lutheran colleges, and an account of preventive training of failing freshmen at Upsala College. Doctor's, 1932. New York University. 187 p. ms.

GOFF, BESSIE E. The function of the dean of women as adviser to the student council with special reference to teachers colleges. Master's, 1933. Boston University. 73 p. ms.

GREGORY, ELLEN M. Home study—an inductive study of home work in a small elementary school. Master's, 1932. New York University. 66 p. ms.

HABN, EUGENE F. An investigation of public-speaking courses for adults in California. Master's, 1933. University of Southern California. 232 p. ms.

HINCKLEY, ELMER D. The influence of individual opinion on construction of an attitude scale. Doctor's, 1932. University of Chicago. 24 p.

KUTZ, SALLY E. The newspaper as source material in health education. An analytical study of the information on public health and hygiene in three selected New York City newspapers. Doctor's, 1932. New York University. 154 p. ms.

MCCARTHY, EDWARD J. Guidance procedures below the junior high school. Master's, 1933. Boston University. 114 p. ms.

MUSGRAVE, SARAH F. General trends in the English curriculum for the subnormal child in the high school. Master's, 1932. New York University. 90 p. ms.

PITKIN, ROYCE STANLEY. Public school support in the United States during periods of economic depression. Doctor's, 1932. Teachers College, Columbia University. 143 p.

SIEGL, MAY HOLLIS. Reform of elementary education in Austria. Doctor's, 1932. Teachers College, Columbia University. 145 p.

SIGMAN, JAMES G. Origin and development of visual education in the Philadelphia public schools. Doctor's, 1933. Temple University. 211 p.

SMITH, SAMUEL. Educational experimentation in Soviet Russia. Master's, 1932. New York University. 227 p. ms.

Correspondence

NEARLY 150,000 first class mail letters and telegrams come to the Office of Education every year. Sometimes the answers are of general interest. Following are two examples:

[TELEGRAM]

NEW YORK, JULY 15, 1933.

UNITED STATES OFFICE OF EDUCATION,
WASHINGTON, D.C.

RUSH WIRE COLLECT FOR STORY ON PUBLIC JUNIOR HIGH SCHOOLS LATEST FIGURES ON TOTAL NUMBER IN UNITED STATES; ALSO NAME OF FIRST SUCH SCHOOL AND DATE OF ESTABLISHMENT. THANKS.

TIME MAGAZINE.

[REPLY TELEGRAM]

WASHINGTON, D.C., JULY 15, 1933.

TIME MAGAZINE, NEW YORK, N.Y.

BERKELEY, CALIF., ESTABLISHED FOUR JUNIOR HIGH SCHOOLS IN 1900, NOW NAMED BURBANK, EDISON, GARFIELD, WILLARD; 1,842 SEPARATE JUNIOR HIGH SCHOOLS AND 3,287 JUNIOR-SENIOR HIGH SCHOOLS IN 1930.

UNITED STATES OFFICE OF EDUCATION.

A letter received from the Gulfport City Schools is as follows:

GENTLEMEN: Several months ago I saw in School Life an article regarding the exemption of checks on school funds from the Federal tax of 2 cents on each check. I took this article to our local banker, at which time he agreed to discontinue the charge on our checks. He has not done so, however, and the magazine at this time seems to be misplaced. Will you please give me your authority for the article, and if possible a statement that would clarify the matter with my banker?

Permit me to express my appreciation for the material used in School Life, and to assure you of its helpfulness in many administrative problems.

B. FRANK BROWN, Supt.

To Bureau of Internal Revenue:

GENTLEMEN: Late in February of this year the Office of Education was informed by phone by a Bureau of Internal Revenue worker that public school checks were tax free. A brief announcement to this effect was conveyed to readers of School Life, official monthly journal of the Office of Education. The article is inclosed. Today we received the attached letter relative to noncancellation of the 2-cent check tax in Gulfport, Miss. The superintendent of schools asks

for our authority for the announcement, and if possible a statement to clarify the matter with his banker. This office would appreciate a reply direct to Mr. Brown from your Bureau in regard to this matter.

WILLIAM DOW BOUTWELL,
Office of Education.

DEAR MR. BROWN: Reference is made to your communication of June 22, 1933, addressed to the Office of Education, United States Department of the Interior, Washington, D.C., and subsequently forwarded to this office, relative to the tax imposed on checks, drafts, or orders for the payment of money under the provisions of section 751 of the Revenue Act of 1932.

It is stated that several months ago you saw an article in SCHOOL LIFE regarding the checks issued by and charged against school funds. It is further stated that you showed the article to your local banker and he agreed to discontinue taxing the checks in question. However, it appears that the bank is still imposing this tax. Therefore you ask to be advised in the premises.

You are advised that checks, drafts, or orders drawn by (1) officers of a State or political subdivision (2) in this official capacities, (3) against public funds (4) standing to their official credit, (5) in furtherance of duties imposed upon them by law, and (6) in the exercise of an essential governmental function, are not subject to the tax.

The Supreme Court of the United States has held, in the case of *Burnet v. Coronado Oil & Gas Co.* (285 U.S. 393) that the State has a duty with regard to its public schools, and that the performance of that duty is the exercise of a function strictly governmental in character.

It is held, therefore, that the tax imposed by section 751 of the Revenue Act of 1932 is not applicable to instruments drawn by members of the boards of directors of school districts in Mississippi acting in their official capacities in the disbursement of public funds.

On the other hand, checks drawn against receipts which are not strictly public funds, but which are deposited in separate accounts and expended under the supervision of the school board for social, recreational, or extracurriculum activities, etc., such as receipts from school of class entertainments, athletic contests, catering, school bands, donations, etc., would not come within the exemption accorded checks drawn against public funds, and are, therefore, taxable under section 751 of the Revenue Act of 1932.

ADELBERT CHRISTY,
Acting Deputy Commissioner,
Bureau of Internal Revenue.

Have You READ

?

Ten TIMELY Topics Tersely Treated

THAT "The professor is sometimes right" is President Hutchins' contention in the University of Chicago Magazine for June-July. He discusses the place of the college professor in the economic reconstruction. ¶The June issue of Elementary English Review is devoted to the subject "Reference Books." ¶A delightful account of Rabindranath Tagore and his school at Santiniketan appears in the May issue of El Padre, the official publication of the Santa Clara County Teachers Association. The writer, A. L. Thomsen, a retired teacher, discusses the great poet's philosophy of education, and describes a typical day at the school. ¶The Vocational Guidance Magazine began a new volume with the June number and under a new title. The periodical will henceforth be known as "Occupations." It will be sponsored by the National Occupations Conference. The leading article is a lively discussion by Dorothy Canfield Fisher entitled "If Occupations Were Athletics." ¶A new method for teaching the use of the library is described in High Points for June, by Marie K. Pidgeon, of Curtis High School. Her plan is to use a single thing, in this case, the horse, "as integrator of the field of knowledge in general." ¶A marvelous new opportunity for service is described by Dr. William H. Kilpatrick in the High School Quarterly for July. In an article entitled "Education Face-to-Face with the Social Situation" he defends his belief that "we in education" can help to bring "ample comfort to all." ¶A recent decree issued in Russia calls attention to the fact that "there has been a tendency recently to issue dull and didactic books for children." Definite steps have been taken by the Commissariat for education to improve children's books. The plan is discussed at length in the Soviet Union Review for July-August. ¶An address by Howard Patterson, of the University of Pennsylvania, appears in Social Science for July, entitled "Educational Implications of Recent Economic Changes." The writer endeavors to establish the fact that "A comprehensive educational program in all social studies is necessary in order to

supplant individual acquisitiveness, selfishness, and indifference by socially desirable attitudes of service, conciliation, and mutual aid." ¶A happy article on the modern method of bringing up children appears in the Atlantic Monthly for July, entitled "We Modern Parents," by Isadore Luce Smith. ¶"When Teachers Strike" is the title of an article by Milton S. Mayer in the Forum for August. The author analyzes the situation in Chicago. His admonition is "Dig out the corruption, make graft impossible—but be gentle with the school teachers themselves," because "these men and women are dangerous beyond imagination. Simple as they often appear, they can in 5 short years and without concerted action knock the props out from under a whole generation."—SABRA W. VOUGHT.

THE CHILDREN'S CODE

(Continued from p. 2)

especially during the past year, to drastic budgetary reductions, that school building has been practically suspended, and that the teaching force has been greatly reduced although there has been an abnormally increased enrollment.

Unless conditions have changed since 1930, the sections in which the largest number of children are employed in non-agricultural pursuits are the New England, the Middle Atlantic, and the South Atlantic States. States most seriously affected are, in order of the number of child laborers employed in 1930, Pennsylvania, Georgia, North Carolina, South Carolina, New York, and Massachusetts.

Second, and equally urgent and more difficult of solution, is the problem of formulating an enriched and revised school program designed to appeal to the interests of the practically-minded children released from industry who should return and be retained in school. Not all the children in this returning group left school because of economic pressure. Many were influenced by the fact that they had little taste for the traditional school program. These erstwhile laborers will return with a realization of certain satisfactions which come from a feeling of independence, of ability to earn one's own way in life. The school to which they return must offer a stronger appeal than the one they left. Unfortunately, this acute need for revised programs comes at a time when a short-sighted policy of retrenchment has resulted in eliminating many of the very provisions and activities designed especially to meet it. Music, home economics, vocational and educational guidance, the arts and crafts, extra-curricular activities, provisions for exceptional children, and similar phases of progressive school programs—interpreted by the uninformed as fads and frills—have suffered severely in many systems through so-called "economy measures."

Changes in the school program must go beyond provisions of the kind indicated. There must be new social as well as new industrial codes. Cooperation cannot be substituted for competition as a basic philosophy in business unless it is incorporated into our social philosophy. Such a right about face attitude will not result from accident. The ultimate success of "the common covenant" to which the Nation is subscribing means that schools share the responsibility for revised social thinking through their organization, their curricula, and their teaching practices.

However, these important and immediate problems should not obscure the necessity for long-term planning to extend and make permanent the benefits of the child labor clause in the industrial codes. Laggard industrialists, careless parents, may eventually defeat the purpose of the code agreements unless the children are protected through effective legislation.

Frequently compulsory attendance laws are more or less ineffective for children older than 14 years, if the elementary school or eighth grade is completed and the child is employed. Employment at home is considered as satisfactory for exemption in many States. Child labor laws also have generally established 14 as the minimum working age. Unfortunately both types of laws are more or less indifferently enforced. Compulsory attendance laws are characterized by exemptions. Nine States protect children above 14 through child labor laws and probably 17 States (7 of the 9 are included in this number) have compulsory attendance laws which if adequately enforced will apply to unemployed children 14 and 15 years old who have not completed schools available in the home district. Obviously considering the country as a whole, attendance laws are not up to the standard set by the codes. Unless some action is taken, and that at an early date, many of the 14- and 16-year-old children released from work will not be in school even where favorable school programs are provided. There are still the child laborers in agriculture (70 percent of all child laborers in 1930) to whom protection similar to that now assured children in the manufacturing and mechanical industries should be extended.

Implied in the industrial codes then is the need for a minimum long-time program. It includes renewed efforts for compulsory school attendance laws applicable to all children up to 16 years of age, with adequate enforcement provisions in every State; protection from hazardous employment and continuation school facilities for boys and girls 16 to 18 years old, and ratification of the child labor amendment in at least 21 States in addition to the 15 which have now accepted its provisions.

New Government Aids for Teachers

Compiled by MARGARET F. RYAN, Office of Education

AERICAN CYPRESS and Its Uses. 1932. 28 p., illus. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 141.) 5 cents. (Manual training; Economics.)

Suggestions for Teaching the Job of Controlling the Loose Smuts of Wheat and Barley in Vocational Agricultural Classes. 1932. 14 p., illus. (Federal Board for Vocational Education.) 5 cents.

Material prepared to assist teachers of vocational agriculture in training present and prospective farmers to successfully combat loose smut in the wheat and barley crops and to suggest to the teacher ways of organizing subject matter for similar instruction units. (Teacher training; Vocational guidance; Agriculture.)

Code for Protection Against Lightning. Parts I, II, and III. 1933. 93 p., illus. (Bureau of Standards, Handbook No. 17.) 15 cents.

Part I—Protection of persons; Part II—Protection of buildings and miscellaneous property; Part III—Protection of structures containing inflammable liquids and gases; Appendix A—Lightning—its origin, characteristics, and effects; Appendix B—Bibliography. (Safety education; Physics.)

Aids for Bird Students. List of publications relating to birds for free distribution by the United States Department of Agriculture. (Department of Agriculture, Bureau of Biological Survey, Mimeographed circular Bi-787.) Free.

Insect Enemies of the Cotton Plant. 1932. 29 p., illus. (Department of Agriculture, Farmers' Bulletin No. 1688.) 5 cents.

Describes 25 cotton insect pests and their work, and gives suggestions for their control. A system of control effective against most of the insects referred to is given in summary form at end of the bulletin. (Agriculture; Entomology.)

Admission of Aliens into the United States. 1932. 205 p. (Department of State, Notes to Section 361 Consular Regulations.) 15 cents. (Americanization; Immigration work.)

Summarized Data on Tin Production. 1932. 34 p., illus. (Bureau of Mines, Economic Paper 13.) 10 cents.

Data on tin production since 1800 with sources and significance of production data, general summary, world production by periods, world production by continents and countries, and tin-producing countries. Is the sixth of a series of production studies published

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by the Bureau of Mines, the first five of which have similar data for copper, zinc, gold, lead, and silver. (Metallurgy; Geography; Economics.)

Commercial Cabbage Culture. 1933. 59 p., illus. (Department of Agriculture, Circular No. 252.) 10 cents.

Presents a few typical practices together with some less commonly known information and principles which will afford a sound basis for successful production. (Agriculture.)

The Development of Package-Bee Colonies. 1932. 44 p., illus. (Department of Agriculture, Technical Bulletin No. 309.) 10 cents. (Bee culture; Nature study.)

Workers in Subjects Pertaining to Agriculture in State Agricultural Colleges and Experiment Stations, 1932-33. 1933. 133 p. (Department of Agriculture, Miscellaneous Publication No. 154.) 10 cents.

Directory of officers of the Association of Land-Grant Colleges and Universities, and the names of persons directly engaged in teaching, research, or demonstration in agriculture and home economics in State agricultural colleges and experiment stations. (Agriculture; Research; Library science.)

Bibliography of Indian and Pioneer Stories for Young Folks. 1931. 37 p. (Bureau of Indian Affairs.) Free.

The following multigraphed material is available free from the Bureau of Indian Affairs:

Indian Wars and Local Disturbances in the United States, 1782-1898 (no. 14).
Cliff Dwellings (no. 16).
Mounds and Mound Builders (no. 18).
Indian Citizenship (no. 20).

Indian Tribes of the United States (no. 23).

Indian Reservations (no. 24).

Maps

Tennessee River basin. Scale 1:500,000. 5½ by 3¼ feet. (U.S. Geological Survey.) 75 cents.

Indicates boundary of Tennessee River basin and boundary of principal tributary area and parts of Missouri, Mississippi, Alabama, Kentucky, Georgia, North Carolina, Virginia, and West Virginia.

Recreational areas of the United States under Federal or State Government, including Alaska and Hawaii. 3½ by 2½ feet. (National Park Service.) Free.

Indicates national parks, national monuments, and Indian reservations coming under the Department of the Interior, the national military parks and national monuments under the War Department, and the national forests and national monuments under the Department of Agriculture. Also indicates State parks, forests, monuments, and camp grounds, the national parks main travel highways and the principal connecting highways. Characteristics of areas by States are given on the reverse of the map.

Sectional airway maps.—Scale 1:500,000 (8 miles to the inch); size about 20 by 42 inches. (Coast and Geodetic Survey.) Price 40 cents each. In lots of 20 or more in one shipment to one address, 25 cents per copy.

Lower I-16, Birmingham; lower J-10, San Francisco; lower K-17, Cleveland; lower K-18, New York.

Strip airway maps.—Scale 1:500,000 (8 miles to the inch); width 10 inches, and of convenient lengths. (Coast and Geodetic Survey.) Price 35 cents each. In lots of 20 or more in one shipment to one address, 25 cents per copy.

No. 130. Richmond-Washington.

No. 137. Portland-Spokane.

Films

The following films are available upon application to the Bureau of Mines. No charge is made for the use of the films, but the exhibitor is asked to pay transportation charges.

The Metals of a Motor Car. 2 reels; silent.

Through Oil Lands of Europe and Africa—Germany, France, Spain, Morocco, and Algeria. 2 reels.

The Master Farmer. 2 reels. (Order from Bureau of Agricultural Economics.)

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